



MTP Autumn 2 Cycle 2

Year Group: EYFS

Project: Can you tell me a tale?

CONTINUOUS PROVISION /
ENHANCED PROVISION MEDIUM TERM PLANS:
AUTUMN 2 2022

Can You Tell Me a Tale?



CONTINUOUS PROVISION

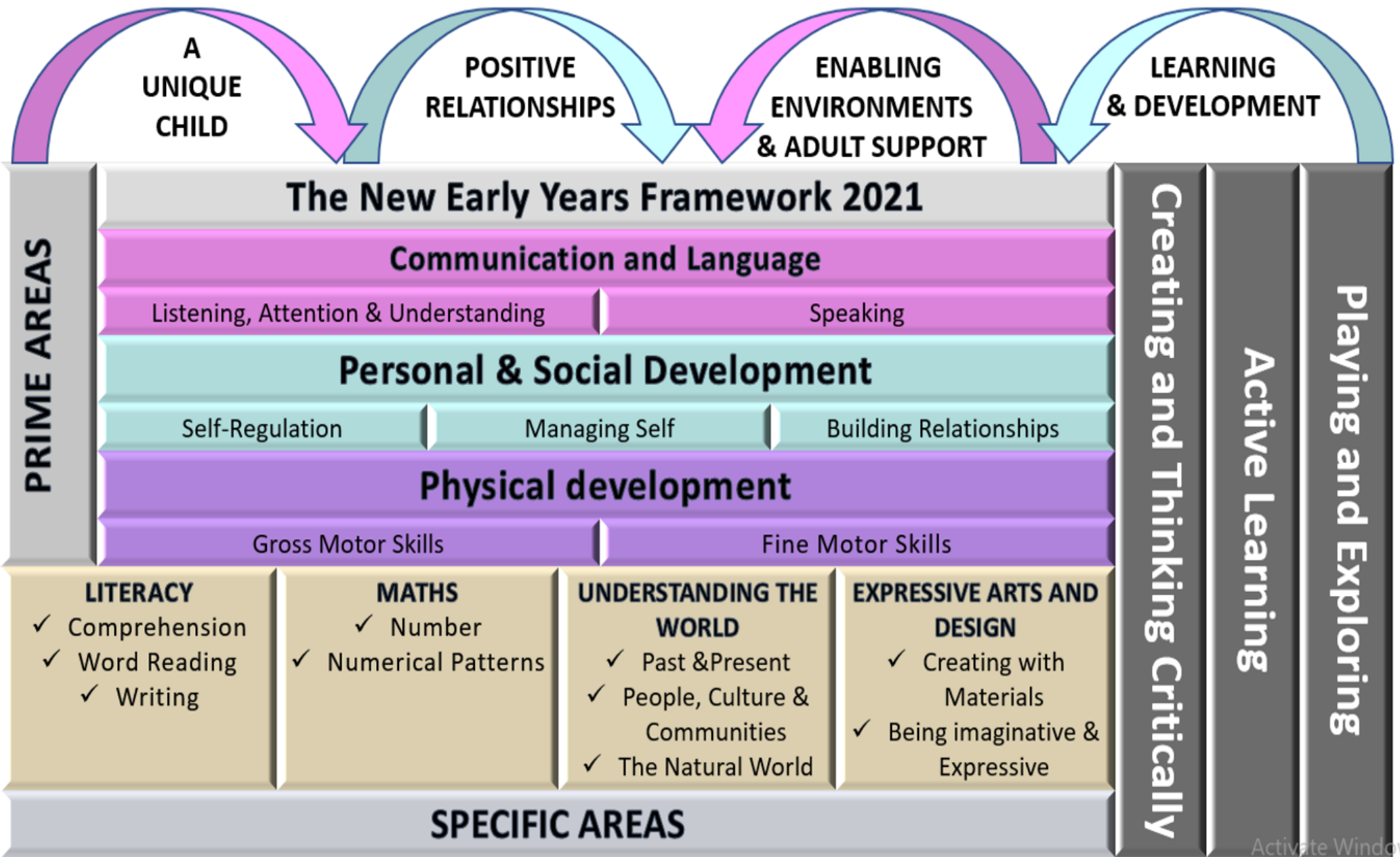
Can you tell me a tale?

What is Continuous Provision?

All activities available each day that provide continuous and constant opportunity for discovery across all areas of the EYFS Framework (including COEL) which allows *all* children to explore their individual interests, start their own learning projects or consolidate their learning at their own pace and freewill – where ever their starting points. These may be adapted throughout the year to allow progression but should not change too frequently - it is important that they can rely on the same/similar resources always being available to them to ensure familiarity. Continuous provision **MUST** meet the needs of your children at that current time.

And Enhanced ideas/provocations...?

'Enhancements' are the 'cherries on top'. Those activities that ignite extra daily excitement and lead to super learning experiences that the children can develop on their own and alongside peers. These ideas may be part of a current class topic... or they may literally be a one off due to children's interests or topical theme.





CONTINUOUS PROVISION

Can you tell me a tale?



ROLE PLAY IDEAS:

- FAIRY TALE COTTAGE -HANSEL & GRETAL
- CASTLE: CINDERELLA / JACK AND THE BEANSTALK
- SANTA'S WORKSHOP / ELVES GROTTO / SLEIGH BELLS / MUSIC
- CRIME SCENE: GIANT'S : DETECTIVES! NOTE PADS / NEWS BROADCASTS
- DIWALI/ CHRISTMAS AT HOME; DECORATE THE HOUSE / TREE / PLAN A PARTY
- BAKERY: MAKING BREAD / GINGERBREAD; ADD SCENTS / TEXTURES
- TOY HOSPITAL: LINK TO LOOKING AFTER THINGS / SANTA'S WORKSHOP
- CHRISTMAS COFFEE SHOP (ASK COSTA FOR RESOURCES) – MONEY / POURING STATION
- NATIVITY TABLEAUX / MUSIC / PROPS AND DRESSING UP
- POST OFFICE: CHRISTMAS CARDS / LETTERS TO FRIENDS

THINGS YOU MAY NEED:

- DRESSING UP CLOTHES, DRAPES, CLOAKS, MASKS, HATS
- TEDDY BEARS / VARIETY OF DOLLS / DIFFERENT CULTURES
- CHRISTMAS TREE / DECORATIONS / BAUBLES / LIGHTS / TINSEL
- WRAPPING PAPER / BOXES / CHRISTMAS CARDS – NEW AND OLD
- WRITING PAPER AND ENVELOPES
- FLOUR, FOAM, OATS, GELLIBAFF, WATER BEADS, DRIED PEAS, HARICOT BEANS,
- POLICE TAPE / DANGER SIGNS / COFFEE CUPS / CLIPBOARDS / TEAPOTS / JUGS / DIFFERENT SIZED BOWLS / CHAIRS / BEARS
- POTS AND PANS
- STORY BOOKS – EVERYWHERE!



Sand and water are super resources for play and completely open ended. Children can determine the direction and level of their own play and can often play for hours in these areas. There is no right or wrong way to play with these raw and basic materials – anything goes! Children can become highly engaged when playing in these areas as they promote experimentation, design, curiosity and imagination!

WATER ACTIVITIES

- FOAMY FUN: USE WHISKS & ADD COLOURS: CLEAN THE CARS AT THE CAR WASH
- FLOATING & SINKING: MAKE PREDICTIONS ON A CLIPBOARD
- FILL CUPS & CONTAINERS BY SQUEEZING SPONGES: RACE AGAINST THE CLOCK
- SYRINGES / TUBES: AIMING AT TARGETS
- PAINT THE ICE CUBES / ADD SALT
- DYE THE WATER BLACK: WHAT CAN YOU FEEL UNDER THE WATER – GUESSING GAME
- ADD GELLIBAFF AND LOTS OF SMALL WORLD ANIMALS
- FREEZE THE WATER BEADS!
- SOAP AND SPONGES: SOAP IN PUMP ACTION CONTAINERS: DIFFERENT SCENTS
- FREEZE SMALL WORLD CHARACTERS INTO ICE: CHILDREN TO SET THEM FREE USING MINI HAMMERS OR LUKE WARM WATER: STEM ACTIVITY
- LEAVES, PETALS, STONES IN THE WATER: SIEVES AND SPOONS

SAND ACTIVITIES

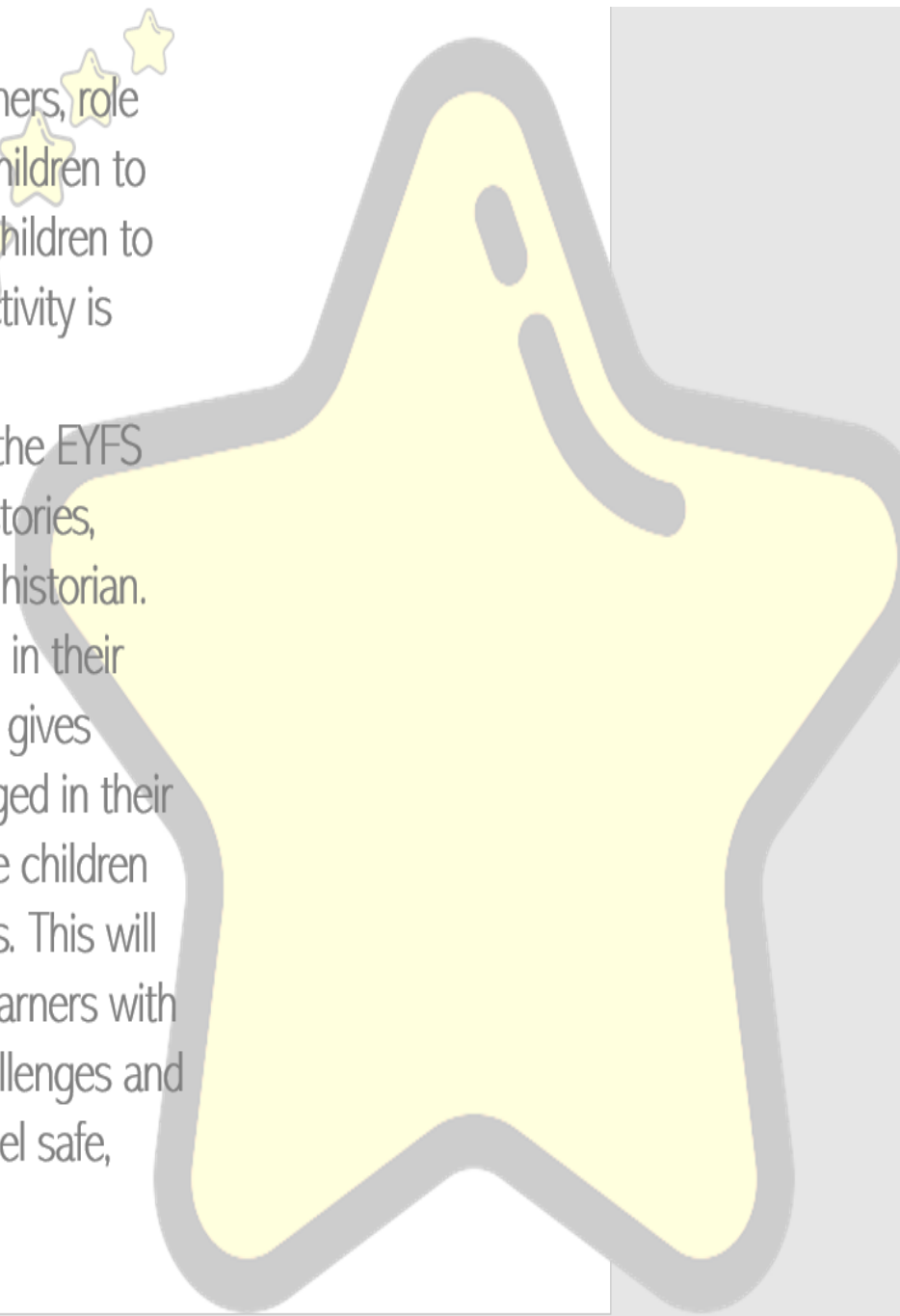
- SIEVE FOR TREASURE: SORT THE RED / BLUE COUNTERS OR 2D SHAPES
- PATTERNS; USE COMBS, FORKS ROCKS, RAKES, MASHERS ETC... TO CREATE SAND PATTERNS
- TRICKY WORDS ON COOKIES IN THE SAND; FIND THEM AND READ THEM
- TUBES, FUNNELS, SCOOPS, JUGS, SPOONS AND CUPS: LOTS OF POURING / COMPARING
- ADD GLITTER FOR A CHRISTMAS SPARKLE
- ULTIMATE SANDCASTLES: WITH FLAG, SPARKLES, SIGN POSTS, SMALL WORLD FIGURES AND LEAVES... TAKE PHOTOS / AND CREATE AN ESTATE AGENTS TYPE COMMENTARY
- LETTER FORMATION: LETTERS OF THE DAY / WEEK – HOW MANY DO YOU KNOW?
- COINS AND METAL OBJECTS / NON-METALLIC OBJECTS: USE MAGNETS TO SORT
- COLOURED SAND: ADD NUMBER PEBBLES- CHILDREN TO HUNT FOR THE PEBBLES TAKING IT IN TURNS: WHICH NUMBERS DO YOU NEED?
- VOLCANO ERUPTIONS: ADD BAKING SODA AND SPRAY GUNS WITH VINEGAR SOLUTION!





The classroom environment is set up with comfortable book corners, role play areas, learning stations and interactive displays all inviting children to take part in different activities and challenges? We all want our children to be busy and happy and we are good at recognising when an activity is successful.

Give your children daily opportunities to address the 7 areas of the EYFS framework (if they want to). Let them design, produce art, tell stories, write, discover, play music, be a mathematician, be an athlete or historian. Let them find and practice their passions and become immersed in their own learning. With your guidance, they will go far. This approach gives children sufficient time to think and explore and to be fully engaged in their learning. When continuous provision is planned well, it will inspire children to tackle new ideas and also consolidate their preconceived skills. This will in turn allow them to become resilient & independent learners with great self-motivation and drive who can take on board new challenges and push themselves as far as the possible can go! When children feel safe, they take risks. Choice is key!



Characteristics of Effective Teaching & Learning...



Playing and Exploring - Children **investigate** and experience things, and **'have a go'**



Active learning - Children **concentrate** and **keep on trying** if they encounter difficulties, and **enjoy achievements**

Creating and thinking critically - Children have and develop their **own ideas**, **make links** between ideas, and develop **strategies** for doing things





Children should have the opportunity to free flow between the indoor and outdoor areas – whatever the weather. The outdoors supports physical development on a much larger scale. Children can access resources such as mud kitchens, climbing equipment, large sand pits, as well as a range of large loose parts to create an endless range of open ended activities.

Reading and writing can be promoted throughout *all* areas of your provision. Words and numbers are everywhere! Replicate this as far as possible.

Tidying is an important part of the process as it encourages following rules, respecting your environment and resources and organisation. A life skill. If children know where things belong, they will search for them when they need them and know exactly where to find them. This promotes autonomy and independence.

Can you tell me a tale?

- *Make sure that the necessary resources are on hand for the children and that they can access them independently, at all times.*
- *Ensure that resources in your provision are of a high quality – children will respect and look after them. It is a team effort and everyone has the responsibility to look after things and tidy away.*
- *Time is key - Give children plenty of immersion time to revisit what they did yesterday, last week and even last term – let THEM see that they have progressed too!*
- *Ask open-ended questions and introduce challenges which will engage the children in exciting conversations and to encourage their creativity*



Autumn 2

RWI/Guided Reading activities - word/exploring sounds

		RWI	Activity Overview/GD/SEND
Week 1 WB 31/10/22	Monday	RWI: f Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil. SF/HB - Blending groups Group of 7 and a group of 8	oral blending Magnet boards
	Tuesday	RWI: e Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil. SF/HB - Blending groups Group of 7 and a group of 8	oral blending Magnet boards
	Wednesday	RWI: l Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil. SF/HB - Blending groups Group of 7 and a group of 8	oral blending Magnet boards
Important Dates 31/10 KSI Guided Reading Obs 3/11 Core meeting AB			



	Thursday	<p>RWI: h Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.</p> <p>SF/HB - Blending groups Group of 7 and a group of 8</p>	<p>oral blending Magnet boards</p>
	Friday	<p>RWI: r Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.</p> <p>SF/HB - Blending groups Group of 7 and a group of 8</p>	<p>oral blending Magnet boards</p>



Maths			
Unit:	Focus and Outcome (Supported by White Rose Planning)		
1	Monday	Children will: <ul style="list-style-type: none">practise counting each object, action or sound oncehear and join in with the counting sequence to 5tag each object with 1 number word (1:1 correspondence) see that they have 5 fingers on one hand.	
	Tuesday	Children will: <ul style="list-style-type: none">say and make numbers to 5 on their fingerspractise counting each object, action or sound once and only oncemake collections of 5 in different ways.	
	Wednesday	Children will: <ul style="list-style-type: none">practise counting each object once and only onceuse counters to represent 5 objectsuse a die frame to represent 5.	
	Thursday	Children will: <ul style="list-style-type: none">count each object, action or sound oncecount 5 and 5 to make 10 altogether.	
	Friday	Representations of 5 - High Five	



RWI/ Guided Reading activities - word/exploring sounds			
	RWI	Activity Overview/GD/SEND	
Week 2` WB 7/11/22 Rec Pedestrian session 10/11 KSI Trip 11/11 Diwali (Saturday)	Monday	NO RWI - Pedestrian training with Reception	oral blending Magnet boards
	Tuesday	RWI: j Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/ shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	oral blending Magnet boards
	Wednesday	RWI: v Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/ shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	oral blending Magnet boards
	Thursday	RWI: y Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/ shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	oral blending Magnet boards
	Friday	RWI: w Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/ shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	oral blending Magnet boards



Maths			
Unit:	Focus and Outcome (Supported by White Rose Planning)		
2	Monday	I can show curiosity about numbers by offering comments or asking questions.	Comparing numbers - Mastering number
	Tuesday	I can recognise numerals 1-5 (Rec) I can link the number symbol with its cardinal number value (Rec) I can begin to explore how numbers are made up 2-5 (Rec) I can subitise (Rec)	Finding an equal number
	Wednesday	LI: To explore number arrangements	Comparing numbers
	Thursday	I can begin to make comparisons between numbers and their value. (3-4) I can recite numbers in order to 5. (3-4) I can use positional language (3-4) I can show curiosity about numbers by offering comments or asking questions. I can begin to explore how numbers are made up 2-5 (Rec) I can subitise (Rec)	Finding an equal number
	Friday	Flashback Friday	



RWI/Guided Reading activities - word/exploring sounds		
Week 3 WB 14.11.22	RWI	Activity Overview/GD/SEND
Important Dates 16.11.22 Rec parent consultations.	Monday RWI: z Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	
	Tuesday RWI: x Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	
	Wednesday RWI: sh Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	
	Thursday RWI: ch Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	
	Friday RWI: qu Introduce letter sound and show letter formation. Activities to include - chalking/large paper and felt tip pens/glitter/shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	



Maths		
Unit:	Focus and Outcome (Supported by White Rose Planning)	
3	Monday	LI: To recognise, name and explore 2D shapes
	Tuesday	<i>I can talk about and explore 2D/3D shapes (3-4)</i> <i>I can use shapes appropriately for tasks. (3-4)</i> <i>I can select shapes appropriately. (3-4)</i> <i>I can combine shapes to make new bigger ones. (3-4)</i> <i>I can select, rotate and manipulate shapes. (Rec)</i> <i>I can understand shapes can be within shapes. (Rec)</i>
	Wednesday	<i>I can talk about and explore 2D/3D shapes (3-4)</i>
	Thursday	<i>I can select shapes appropriately. (3-4)</i> <i>I can combine shapes to make new bigger ones. (3-4)</i> <i>I can select, rotate and manipulate shapes. (Rec)</i> <i>I can understand shapes can be within shapes. (Rec)</i>
	Friday	<i>Mastering number sessions 1-4 week 8 - collectively on the carpet.</i>



RWI/ Guided Reading activities - word/ exploring sounds			
		RWI	Activity Overview/GD/SEND
Week 4 WB 21.11.22	Monday	RWI: th Introduce letter sound and show letter formation. Activities to include - chalking/ large paper and felt tip pens/ glitter/ shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	
	Tuesday	RWI: th Introduce letter sound and show letter formation. Activities to include - chalking/ large paper and felt tip pens/ glitter/ shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	
	Wednesday	RWI: ng Introduce letter sound and show letter formation. Activities to include - chalking/ large paper and felt tip pens/ glitter/ shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	
	Thursday	RWI: nk Introduce letter sound and show letter formation. Activities to include - chalking/ large paper and felt tip pens/ glitter/ shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	
	Friday	RWI: ng/nk Introduce letter sound and show letter formation. Activities to include - chalking/ large paper and felt tip pens/ glitter/ shaving foam/ whiteboards/ electronic boards and then in the books using a pencil.	
Important Dates			



		Maths	
		<i>Unit: Focus and Outcome (Supported by White Rose Planning)</i>	
4	Monday	LI: <i>To use a part whole method practically</i>	
	Tuesday	<i>Success criteria</i> <ul style="list-style-type: none"> • I can subitise (Rec) • I can explain (Rec) • I can talk about the part and whole of numbers. (Rec) • I can use a five frame to show patterns in numbers. (R) 	
	Wednesday		
	Thursday		
	Friday		
			<i>Continious Provision - Part whole of 5</i>

		RWI/Guided Reading activities - word/exploring sounds	
		RWI	Activity Overview/GD/SEND
Week 5 WB 28.11.22	Monday	RWI	
	Tuesday	RWI	
Important Dates	Wednesday	RWI	
	Thursday	RWI	
	Friday	RWI	



		Maths	
		Unit: Focus and Outcome (Supported by White Rose Planning)	
5	Monday Tuesday	LI: To find the composition of 4 and 5. Success criteria • I can say when sets have fewer, more or the same amount. (3-4) • I can subitise (Rec) • I can link the number symbol with the cardinal value (Rec)	
	Wednesday Thursday	• I can explore the composition of numbers to 5 then to 10. (Rec)	
	Friday	Flashback Friday Focus: number and place value	

RWI/Guided Reading activities - word/exploring sounds			
		RWI	Activity Overview/GD/SEND
Week 6 WB 5/12/22	Monday	RWI	
	Tuesday	RWI	
	Wednesday	RWI	



Important Dates	Thursday	NO RWI - Christmas Play	
	Friday	RWI	

Maths			
Unit:	Focus and Outcome (Supported by White Rose Planning)		
6	Monday	LI: To add numbers together make 5. Success criteria I know how to sort objects and explain (3-4/Rec) I can sort objects into 2 parts. (3-4/Rec)	
	Tuesday	I can recognise the different representations of 2 parts (Rec)	
	Wednesday	I can add numbers to make 5 (Rec)	
	Thursday	I understand I need to use my knowledge of number bonds to 5.	
	Friday	Focus Friday	



RWI/Guided Reading activities - word/exploring sounds			
Week 7 WB 12.12.22		RWI	Activity Overview/GD/SEND
	Monday		RWI
Important Dates	Tuesday	SCHOOL TRIP	
	Wednesday	RWI	
	Thursday	RWI	
	Friday	RWI	Treat Morning

Maths			
Unit:	Focus and Outcome (Supported by White Rose Planning)		
7	Monday	LI: To begin to subtract practically and explain process. Success criteria. I can link the number symbol with its cardinal number value. (Rec)	
	Tuesday	I understand the one less between consecutive numbers. (Rec)	
	Wednesday	I can explore the composition of numbers to 10. (Rec)	
	Thursday	I can subitise. (Rec)	
	Friday	Sports Morning and Treat Afternoon	



Continuous Provision/adult directed/child Initiated - progression statements for this half term are highlighted in yellow at the beginning.

	PSED	PD	Understanding The World	EAD	CLLD
Autumn 2	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Children will be able to strike/aim at a target using different movements</p> <p>Children will be able to control a ball in different ways.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Find out about characters and events in stories</p> <p>Know difference between the past and now.</p> <p>Hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Rosa Parkes/Rama and Sita</p> <p>Geography: People, Culture and Communities Children can draw simple maps related to familiar stories. Children will know that people in other countries may speak different languages.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Children will know what/how/why we have celebrations. Birthdays, Harvest, Diwali, Christmas. Children will know why Christians perform nativity plays.</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p>Children will create narratives based around stories.</p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p> <p>Children will make props and costumes for different role play scenarios.</p> <p>Kandinsky - Circles Andy Goldworthy</p>	<p>Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props.</p> <p>Speaking Children will use new vocabulary throughout the day.</p>
		Reading Writing		Maths	
	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p>		<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p>		



		Writing Children will form letters correctly.					
	PSED	PD Gross and Fine	Computing	UTW	RE	EAD	CLLD
Week 1 Goldilocks and the Three Bears	Values day - Safety Sort and organise the dilemmas in to circles. How do we keep safe at school. Blow bubbles outside for others to chase Yoga GM Mindfulness colouring Tap a balloon in time to the music Complete a jigsaw Cosmic Kids Yoga on large screen Goldilocks is found asleep in the story: Why is sleep good for our body? How can Goldilocks improve / do the right things? Create a healthy plate showing how to have a balanced diet.	Thread cheerios onto pasta / pipe cleaners Roll the large die: Jump that number of times / hop / star jumps / freeze / lie down / balance N Create a chalk trail around the playground: arrows, footprints, obstacles, etc... Paper weaving Cotton bud letter formation Mix porridge / water mix with large wooden spoons	Purple Mash - 2paint Goldilocks and the three Bears themed	Natural World - Science: Changes in state - porridge Predictions of what happens Design your own toppings	People and the Community Who is in our community? Look at all around us. Focus on church - what is it? Different religions and beliefs	Expressive and Imaginative 3Bears story sack and tuff tray Listening Centre: Fairy Tales Goldilocks Song: House of the Bears Role Play: In the cottage - Act out the story Creating with Materials Tear pieces of brown sugar paper to create a woodland scene Map making: Design large maps and mark on the forest, the cottage, areas of danger etc... Magic Mime Box: Pretend to open an imagery box: Get something out mime an action: e.g. hair brush, banana, cricket bat...	Children listen and join in with the story: Play I wonder what would happen if... then change part of the story to make it sad / happy / shocking etc... Look at two fairy tale characters o the screen: How are they the same? Different? Ask me a question: the children ask questions to others to find out information / super detectives! photos of children reading / good role models Story sack
	Reading			Writing		Maths	



	<p>Draw around a child: the outline to be Goldilocks. Draw pictures, write words to describe her character looks Read two different versions and compare them Answer questions about the characters - how could they improve their behaviour</p> <p>Print around the environment: children to recognise famous logos, letters and words.</p>		<p>Marking making station: Cover a large table with paper: children to write, write; Can they cover the table in letters and words?</p> <p>Shopping lists</p>		<p>House numbers: Which is next? How do you know? Match the bowls/chairs /beds to the bears Sort the objects: Heavy / Light</p>		
	<p>PSED</p>	<p>PD Gross and Fine</p>	<p>Computing</p>	<p>UTW</p>	<p>RE</p>	<p>EAD</p>	<p>CLLD</p>
<p>Week 2 Diwali Rama and Sita</p>	<p>Discuss Firework safety and how we can stay safe this week.</p> <ul style="list-style-type: none"> Getting on and falling out: How can we get along? Ideas box. Handwashing station: Follow the instructions Remind ourselves about our classroom rules / how can we be a team? <p>Page 18 story SEAL materials.</p>	<p>Indoor PE - Aiming at a hoop.</p> <p>Dance afternoon - have you got the rhythm? Skipping ropes Rolling a ball to a net / target Boot camp: Stations (photos) around outdoor provision: star jumps / sit ups / planks etc.. Large brushes and buckets of water: paint the playground / fence</p>	<p>Purple mash - fireworks and Diwali themed.</p> <p>Purple mash Poppies paint programme</p>	<p>People and Communities: Cbeebies iplayer - all about Diwali</p> <p>Remembrance day traditions</p> <p>Past and Present Learn about Remembrance day: Why do we wear poppies with pride?</p>	<p>People and Communities: Diwali story - Rama and Sita - Link with festivals and cultures - Understanding the world</p> <p>Diwali: November 4th - Rama and Sita - discuss the Hindu faith and how everyone has different beliefs</p> <p>Draw out the key ideas from the story - see page 10 of playful RE for Reception classes. Page 9 of TAW sacre</p> <p>Share celebration sweets.</p>	<p>Expressive and Imaginative Listen to a favourite song / learn the words Play Katy Perry Firework song: discuss the words: Children dance with streamers Add instruments.</p> <p>Creating with Materials Firework paintings with toilet rolls / straws / cotton buds Clay Diva light holders Create colourful Rama / Sita stick puppets Rangoli patterns using loose parts / Take photos Pasta Rangoli patterns</p> <p>Make egg box poppies</p>	<p>Share half term events Introduce new theme: Discuss what tales they know? What is a tale? Can they retell them? Talking about firework safety Use fairy tale language to retell a tale Feely bag game: Describe the object</p> <p>Listen to the Diwali story</p>



		Reading		Writing		Maths		
		Introduction to tricky words Flashcards Read words from the story Eye spy a Fairy tale character beginning with.... (displayed on wall) S Giant printed HF words: children read and run to the word: indoor and outdoor		Retell the story of Diwali Writing tricky words on whiteboards Create paper books: Children write their own version of the story Magnetic CVC words		Use 3D shapes to create shape repeating paint patterns on to black paper Leaf sorting smallest to biggest Learn the days of the week Shape Hunt		
		PSED	PD Gross and Fine	Computing	UTW	RE	EAD	CLLD
Week 3 The Three Pigs		Advice station: What can we do if we feel sad or angry? Listen to shells Time to talk: set up a talking table / bench - children help each other out In the dark den: torches and picture books Sensory Tray: Mint and lemon How can we show we are grateful? What does that mean? Children to reward others with gems / medals for showing kindness to others	In a heart beat - children to run around and then freeze recognizing that their heart beat speeds up. Outdoor: Use blocks and materials to build houses Balance along the chalk lines The floor is lava game Tin can alley: throw beanbags to knock down the tins Bats and balls/balloons: How man taps? Action songs outside: Conga, Okey Cokey, oops upside your head, Cha Cha slide.... Use tooth brushes to clean the muddy pigs Play dough and lavender Use sellotape & masking tape pieces to create a cardboard house Use tweezers to count out dried peas and haricot beans onto the Numicon pieces N Nuts and bolts: how quickly can you unscrew the nuts? Also / screw drivers and screws	Purple Mash - Three pigs Counting with Lecky	Past and Present What can you do now that you couldn't do before? S Growth Mindset focus: Look how far we have come Watch Magic Grandad video: Toys Children to discuss similarities and differences between themselves and others. The Natural World Magnets and cut pipe cleaners. Hold magnet underneath the tuff tray. Discuss properties of metal. Animal foot prints on the playground: Who do they belong to? Conkers and egg boxes / tweezers FM	People and Communities Look in the church - look at the artefacts/special objects? What are they for?	Creating with Materials Paper plate pigs: Pipe cleaner twirly tales Blow painting patterns Wolf Craft Use different textures and materials to make houses for the 3 little pigs Expressive and imaginative Use fairy tale language to retell a tale: Stage Police car: Arresting the Big Bad Wolf: Take notes Create masks to retell the story Learn a Michela Rosen Poem: Can we learn it off-by heart? S Make out own parachute game	Look at a photograph: Discuss What's that noise? Word of the week - each week add a word and use it! Traditional tale pass the parcel: which tale is the prop from? Design a house and tell us all about it! Listen to friends as they describe their house: Ask relevant questions Talk about the characters from the stories: Draw out common words and discuss such as brave, kind, sly, angry and talk about children's experiences with these words. Share the story: The True story of the three little pigs and have a discussion. How are they the same / different ?



		Tiny stickers around the edge of 2D shapes				Move to the music: Jive	
	Reading		Writing		Maths		
	<p>Share the story: Ask questions. Leave out keywords. Children to complete. S</p> <p>Read the words from the story and put on the right page: Whole class activity e.g. pot, mum, pig, run, sad, hot, stick, blow</p> <p>Reading for pleasure class trophy: keep a tally of reading: Can we all read everyday to share the trophy? Encourage home reading too</p> <p>Look at the words from the tale: Can you make a sentence? Three little pigs cards: each pig holds a letter / can you read / make a word?</p>		<p>Message Station: add post its, lined paper, note pads etc...</p> <p>Wanted poster for the wolf</p> <p>CVC Challenge: Look at the picture and write the word</p> <p>Rhyming lists: How many can we get as a team?</p> <p>White boards and pens in outdoor provision: How many words / sounds do you know? Is it more than yesterday?</p> <p>Can they write the refrain: Little pig, little pig, let me in.</p> <p>Write rules for Wolves!</p> <p>Find out facts about wolves! Make a fact file!</p>		<p>Play cards: Higher and lower game. Receive a gem if you win. How many gems have you got at the end?</p> <p>Play What's the time Mr Wolf?</p> <p>Dot to dot puzzles FM</p> <p>Paint by numbers FM</p> <p>Compare quantities: Say which is more / less (use gems, pom poms)</p>		
Week 4 The Three Billy Goats Gruff	PSED	PD Gross and Fine	Computing	UTW	RE	EAD	CLLD
	<p>Sensory corner: smell the different herbs and spices. Which do you prefer?</p> <p>Write instructions for cleaning your teeth / order the pictures</p> <p>Discuss your five a day to keep healthy</p> <p>How could the troll be kind? How could we help him?</p> <p>Team Building games: two teams: who can make the straightest line? Best circle etc.. Making bridges across the playground</p>	<p>Keep Fit Week: Daily mile / Give it 5</p> <p>Traffic lights game and other PE games</p> <p>Throw beanbags / balls into numbered containers</p> <p>Use the climbing frames / large equipment to recreate the bridge form the story</p> <p>Use large scale construction i.e. tyres, planks etc. to make a bridge for the goats.</p> <p>Use card, tape collage materials to create a bridge: STEM activity</p>	<p>Making Bridges for Beebots to go under</p>	<p>Past and Present: Look at famous bridges: listen to the information: look at a modern bridge and an older bridge -how do we know that is newer? Look on a map to locate where they are from</p> <p>People and Communities Where do we all live? Show on a map - discuss the local area / park and how we can improve it</p> <p>Natural World Investigating waterproof materials to create a bridge</p>	<p>People and Communities Recap on special objects Can you remember what they are and what they are used for? Record.</p>	<p>Creating with Materials: Talk about mixing colours:: How an investigation station available: How do we make orange? Green? Purple? Focus Artist: Troll masks Troll sock puppets</p> <p>Being Imaginative and Expression: Smelling pots: cinnamon, vinegar, tomato sauce, fairy liquid, toothpaste, Singing time: Learn a new song from a different culture S Prop time: Pass a prop around the</p>	<p>Children listen and join in with the story: Play I wonder what would happen if... then change part of the story to make it sad / happy / shocking etc...</p> <p>Walkie talkie / pretend phones around the provision: children to relay messages</p> <p>Look at the trolls on screen: Describe one and the children guess</p>



					circle: H=That's not a hoop it's a steering wheel, giant biscuit, etc...		
	Reading		Writing		Maths		
	<p>Alliteration game: Name: Bouncing Bob, Happy Harry etc.. Use a large piece of wallpaper rolled out: children to draw the story and add in their own characters Hot seating: pretend to be the troll! Why are you so angry?</p> <p>Small medium big: can the children read the words and assign to each goat</p>	<p>Letter / word writing in the lentils Retell the story using a large writing frame : Share version with the class: What did we love about it? Can they write the refrain: Who is that trip trapping over my bridge?</p>	<p>Use the 3D shapes to create the strongest bridge: How many spheres did you use? Cuboids? Discuss shapes and their properties</p> <p>Order the numbered goats: lowest to highest Simple addition and subtraction calculations</p>				
Week 5 Little Red Riding Hood	PSED	PD Gross and Fine	Computing	UTW	RE	EAD	CLLD
	<p>Stranger Danger - Who are safe adults? Did Little Red Riding Hood speak to safe adults?</p> <p>Sorting game.</p> <p>Remind of story from previous week and how we can help each other to get on and avoid conflict.</p> <p>How can we cooperate - activities to encourage cooperation Jigsaws Clapping game Constructing together Sharing games</p>	<p>Indoor PE: Knocking over a target</p> <p>Outdoor: Use blocks and materials to build houses Balance along the chalk lines The floor is lava game Tin can alley: throw beanbags to knock down the tins Bats and balls/balloons: How man taps? Action songs outside: Conga, Okey Cokey, oops upside your head, Cha Cha slide...</p> <p>Use tooth brushes to clean the teeth Write instructions for cleaning your teeth / order the pictures Play dough and lavender Use sellotape & masking tape pieces to create a cardboard house</p>	<p>Purple mash</p>	<p>People and Communities Create maps of the forest from the story. Which was to the cottage add arrows and explain directions. Go for a walk in the local area.</p> <p>Is there a woodland area where you can retell the story?</p> <p>Draw a map of Little red riding hoods trail and label.</p> <p>Science - Making a cape</p> <p>Making a basket</p> <p>Past and Presents Talk about Grandparents; Why are they special. What was life like when they were younger?</p>	<p>Creating with Materials</p> <p>Create a forest: Shades of green. Use the trunk templates to create pine trees for a forest display</p> <p>Expression and Imagination Listening Centre: Fairy Tales Magic Mime Box: Pretend to open an imagery box: Get something out mime an action: e.g. hair brush, banana, cricket bat....</p> <p>BBC Music - Bring the music -EYFS Make a noise session 1</p>	<p>Talk about the characters from the stories: Draw out common words and discuss such as brave, kind, sly, angry and talk about children's experiences with these words. Word of the week - each week add a word and use it!</p> <p>Traditional tale pass the parcel: which tale is the prop from?</p> <p>Design a house and tell us all about it! Listen to friends as they describe their house: Ask relevant questions</p>	



		Use tweezers to count out dried peas and haricot beans onto the Numicon pieces Nuts and bolts: how quickly can you unscrew the nuts? Also / screw drivers and screws Tiny stickers around the edge of 2D shapes					
	Reading		Writing		Maths		
	Introduction to tricky words Flashcards Read words from the story Eye spy a Fairy tale character beginning with.... (displayed on wall) S Giant printed HF words: children read and run to the word: indoor and outdoor		Write a list of things take to Grandma's Label the map Get well cards		One more/One less Snakes and ladders	Number games - Orchard tree games	
Week 6 Gingerbread Man	PSED	PD Gross and Fine	Computing	UTW	RE	EAD	CLLD
	Friendship - How can I be a good friend? Whole class friendship recipe	Indoor PE: Consolidation String around provision. Children to navigate their way over / under without touching it Stepping stones: chalk, dots, mats Parachute games: cat and mouse, popcorn and shark attack. Gingerbread playdough with gems / pebbles to decorate	Gingerbread art - purple mash	Past and Present Read an old version and new version of the same story. Children to compare. How can we tell it is an older version?	Christmas - see planning People and Communities What is it and why do we celebrate it	Creating with materials Gingerbread man puppets - fine motor sewing. Gingerbread men (Sandpaper / cardboard) decorating: collage materials / buttons / googly eyes Cut out the parts and put the gingerbread man together - use split pins Stencil: Use brown paint and sponges to create the gingerbread man / add detail Gingerbread man playdough	Describe a gingerbread to a friend: which one are they describing? Was the Gingerbread man a nice character? Discuss different character traits and get children to describe themselves Describe a gingerbread to a friend: which one are they describing? Was the Gingerbread man a nice character? Discuss different character traits and get children to describe themselves





						Expression and imagination Bring the Music - BBC - Session 4 Gingerbread Man tuff tray	
	Reading		Writing		Maths		
	Children to listen and join in with the refrains in the story Children to tell the story; beginning, middle and end Read the words: match to the character from the story Tricky words: can you write the words? Can you change colour for each letter?		Large speech bubbles for different characters: write what they are saying Can they write the refrain: Run, run as fast as you can! Write names: who came first in the races? Write out certificates. Mark making / different pens and paper: around provision : indoor and outdoor / writing toolbelts / writing caddies		Time for tea: use coffee / teabags and water to create drinks - pouring and comparing Gingerbread measures Use tweezers to place buttons on the gingerbread men: FM number on the gingerbread man's hand / or use bingo dabbers Numbers on sticks: Hold up a number: turn it to your partner - which number is bigger? Number dabbers: goldfish bowls / dab the biggest number game		
Week 7 Christmas IDEAS Nativity	PSED	PD Gross and Fine	Computing	UTW	RE	EAD	CLLD
	Wind up s toys / fidget toys / stress balls Mindfulness Christmas Colouring In Santa's Grotto: Fairy lights and torches in the dark den Calming book area with lovely Christmas / winter stories Have a basket of blankets in the home corner / reading area Listening centre to listen to a favourite story The season of goodwill: How can we make each other happy?	Christmas musical bumps / statues Dishes and Domes game PE markers: Call out a colour: run to that colour Cups city: use a range of paper cups to create a large scale model e.g. fairy castle / tower Gift dash game: Children to start the clock and race the present from one end to the other. Relay game. Sweep leaves PE equipment outside Ball: throwing and catching games Bikes	Christmas arts and crafts ready for their xmas bags	Past and Present Christmas around the world / Traditions: Spain and France Look at flags of the world: can we learn some of them? What does the union flag look like? Discuss different countries that represent our class.	Christmas - see planning Nativity story	BBC Music - Christmas	Listen carefully to the Nativity: Answer questions / discuss: Create a story map how to decorate the tree Feel the presents: What could it be? A Christmas image on board behind child; we give clues for them to guess S





	<p>Help a friend day! Plan a Christmas party all together</p>	<p>Obstacle race: with nets and tubes Keep the balloons in the air using the rackets / or rolled paper for air</p>					
	<p>Team building: build a Santa sleigh together Friendship bracelets: beads and pipe cleaners Write Christmas cards to each other How can I help you? Christmas Jigsaw / game Snow Globes increased independence: lots of Growth Mindset language: You couldn't do this yesterday but you tried and today you did it!</p>	<p>Play dough and pine / Christmas cutters Ice the gingerbread men Use star stickers to create constellations: Join them with chalk Chop the Vegetables - What is for Christmas Dinner? Cloud / Snow dough: Corn flour and hair conditioner (add conditioner until a dough is formed). Paper snowflakes: scissor skills Present wrapping station: wrapping paper, boxes and sellotape Tiny stickers around the edge of Christmas shapes Paper chains for the classroom Freeze the water beads: use scoops and different containers Copy of picture of a Christmas tree: who can add detail?</p>			<p><i>Christingle</i></p>	<p>BBC Music - Christmas</p>	<p>Read a section of Christmas stories: Elmer's Christmas The night before Christmas The Jolly Christmas Postman Countdown to Christmas The Best Christmas Ever Why I love Christmas Watch Father Christmas / The Snowman: Stop and ask questions / share opinions What would you like for Christmas? What did you have last year? How does Santa go around the world in ONE night; Discuss theories</p>
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>				
<p>Wrap a book each day to read to the children: Really encourage that passion for reading! Read a story by a crackling fire (on whiteboard) Children to bring in story Mystery Christmas Advent storyteller: A volunteer each day</p>		<p>Write simple version of the Nativity Christmas Card writing A list of ingredients for the gingerbread men Write the tags for the presents Write a letter to Father Christmas Write a list of food and drink List of toys / catalogues</p>		<p>Christmas number lines: fill in the missing numbers Advent Calendars: look at the numbers each day. Count back. One less. Ask questions: what date will it be tomorrow? Set the table for the party - have we got enough? Do we need more less? Count the snow balls; be quick! Before the timer runs out Wrap up pieces of Numicon: guess the piece Make paper chains with the correct number of pieces</p>			



MTP Autumn 2 Cycle 2

Year Group: EYFS

Project: Can you tell me a tale?

Christmas Message Centre: Phone noises on a loop /
Messages from Santa: Write the message down, take their name and number
Write your own version of the Nativity
Write a story about Father Christmas
Post office role play: real letters to post
Write Christmas cards to member to staff
Label the gingerbread man
Labe Father Christmas

Bonds to 5: use bingo dabbers of different colours
Dot to dot Christmas pictures
Paint by numbers
Give the snow man on hat, two gloves, three buttons etc...
Count with confidence: forward and backwards: Children to record themselves and watch back: look at their progress
Snow balls (pom poms) in the buckets - correct number
Reindeer paper cups with numbers: Can you order the numbers?
Use small fishing nets / hooks and collect the numbered baubles and put them in the order
Compare different quantities
Count the objects in the crackers and order
Double twins
Start to jump on large number line in jumps of two
Sharing the cookies with the three bears. How many do they have each if we start with 3? How about 6? How about 4? 10?
Compare the number of presents under the tree: who has more / less / fewer / most
Count beyond 20 in different contexts.
Order the gifts: Heaviest to lightest
Geoboards and elastic bands: create shapes / Christmas shapes
Days of the week song / months of the year song
Measuring using oats with glitter! Use scoops / add oats to containers and say which is holding more
Use different sized triangles - print and make Christmas trees / decorate
Measure the lengths of ribbon for the gifts



Other things to consider:

Additional Resources (Include the key text used for Love to Read and any trip information or resources required for the 'Memorable experience' of the project.)

Autumn Term
Wonderland - winter 13 th

Request for additional resources to be purchased - budget request

What is being requested?	What subject does this link to?	How will this enhance the curriculum offer/support learning?
Gingerbread Men x30 puppets for sewing TTS £22.95	Gingerbread man	Sewing - craft - hand eye co-ordination
Gingerbread biscuits - tesco x2 boxes Icing pens/raisins/smarties/ strawberry laces	Gingerbread man	
Oranges x30 - cocktail sticks - raisins/ jelly sweets	Christingle	